

VISIT...

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MATERIALS

Flash cards: *big, that, not*

Flash cards: complete set

Practice sheet

High-Frequency word book

Game cards;
Game board,
Markers

High-Frequency word book

Introduce the Words 3–5 minutes

Say: *We use some words a lot when we read and write. We call these words high-frequency words. Today you are going to learn three new high-frequency words: big, that and not. We will also review words you have learned in other lessons.*

Hold up each new word and tell the child the word. Then mix up the cards and have the child read each word without your help. Repeat.

Use each new word one at a time in an oral sentence: *The horse is big. That is a little chick. I am not little.* Ask the child to clap when he/she hears a high-frequency word. After you say each sentence, ask the child to think of a sentence with the high-frequency word.

Add the rest of the high-frequency words to the stack. Flash the cards several times and have the child say the words as quickly as he/she can.

Practice Writing the Words 5–10 minutes

Guide the child as he/she practices writing the new words on the practice sheet and using them in sentences.

Read the High-Frequency Word Book 5–10 minutes

Give the book to the child. Ask: *What is the title of the book? What is on the cover? What do you think the book will be about?*

Turn to the title page. Ask: *What is big on this page? Now what do you think the book is about?*

Ask the child to turn to the next page and say: *Let's read the words together.* Ask the child to point to each word on the page as the two of you read together. Guide the child's finger if he/she has trouble pointing to the right words. Point out that a picture names the last word.

Next, ask the child to read the words on the page alone as he/she points to each word. Repeat this procedure with each page. After the last page, say: *You did very well. Now I want you to read the whole book to me.*

Play the High-Frequency Word Game 5–10 minutes

Read each word with the child. Then place the words face down in a stack. Have the child turn over a card and read the word. If the word is read correctly, the child places the card at the bottom of the stack and moves the number of spaces indicated on the card. If the child reads the word incorrectly, he/she cannot move on the game board. It is then your turn to draw a card.

Home Connection

Encourage the child to take the book home to read to a parent or sibling. Emphasize the importance of practice. You can also suggest the child look through newspapers or magazines at home and highlight the high-frequency words learned in the lesson.



big

that

not

is

this

he

said

no



she

will

and

like

you

all

of

are



I can write words.

big big

that that

not not

I can make sentences.

That  puppy is _____ big.

This  bear is _____ .

_____  baby is not big.



big
5

that
5

not
5

is
2

he
2

said
4

no
3

she
2

will
2

like
3

all
1

of
1

this
4

you
2

and
3

are
2

